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ABSTRACT

This guide is designed to help professionals working with Hispanic/Latino American parents to be better prepared to select culturally sensitive materials, to program more effectively, and to draw from the richness within the Hispanic/Latino American culture. The guide is one in a series of culturally specific guides produced as part of ParentLink's Review of Curricula for Special Populations project. The project began with a national search for materials written with the population in mind. A review subcommittee representing the population, including professionals who work with specific populations, were recruited from across Missouri. The subcommittee reviewed and evaluated the materials during a 2-day retreat. The subcommittee felt that the parenting materials overall were deficient in discussing racism, in considering the strong religious orientation of this population, and in describing the culture clearly. Other issues important for this population and presented in this guide include accurate translations, caution in grouping Spanish-speaking cultures, role reversals when children are the interpreters in the Anglo world, differing parenting needs depending on immigrant status, and structuring the curricula. The guide is arranged in several sections. The Quick Reference section provides an abbreviated view of each of the 20 curricula reviewed. Curricula Content provides grid pages identifying specific issues and topics covered in the curricula. The Narratives for Parenting Curricula provide a more elaborate description of the curricula and include a summary, culturally specific information, ordering details, and reviewers' remarks. The guide concludes with a form inviting readers to provide information about other available curricula. (KB)

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The Guide for Choosing

Hispanic/Latino American

Parenting Curricula

PS 027800

ParentLink

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THE GUIDE FOR CHOOSING HISPANIC/LATINO AMERICAN PARENTING CURRICULA

The Guide for Choosing Hispanic/Latino American Parenting Curricula

by

Robin R. Wingo, MSW, LCSW
Carol Mertensmeyer, PhD

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Copies of The Guide for Choosing Hispanic/Latino American Parenting Curricula may be obtained by contacting the ParentLink Connection Center at ~~(314)~~ (573) 882-7321, or in Missouri at 1-800-552-8522.

June 1994

INTRODUCTION

ParentLink is pleased to present The Guide for Choosing Hispanic/Latino American Parenting Curricula. The guide is designed to help professionals working with Hispanic/Latino American parents to be better prepared to select culturally sensitive materials, to program more effectively, and to draw from the richness that exists within the Hispanic/Latino American culture. It is one in a series of culturally specific guides that has been produced as a part of ParentLink's Review of Curricula for Special Populations project.

The Missouri Children's Trust Fund provided financing for the Special Population Curricula Review for the purpose of identifying, reviewing, and distributing information about parenting curricula appropriate for African American, Hispanic/Latino American, and Native American audiences. The project began with a nation-wide search for materials written with each specific population in mind. Review subcommittees representing the populations, including professionals who work with specific populations, were recruited from across the state. The subcommittee members met to review, discuss, and evaluate the materials during a two-day retreat facilitated by ParentLink.

The Hispanic/Latino American Curricula Sub-Committee, whose names and biographies begin on page 1, provided us with a wealth of expertise and insight. Their comments, understanding, and beliefs are reflected in this document.

ACKNOWLEDGEMENTS

This guide has been made possible through the contributions of many individuals and organizations. The collaborative spirit that guided this effort is evidenced below.

The Missouri Children's Trust Fund provided the contract to support staff time, reviewer's expenses, and the production of this guide. It is through their mission to prevent child abuse and neglect, and their interest in funding creative projects, that this guide exists.

As always, the insight, enthusiasm, and commitment of the ParentLink Coalition has been extremely helpful. Their names and affiliations begin on page 3.

The importance of working in collaboration with those who know their community, and in this case, their culture, is essential to the successful completion of any project. We believe the significance of this is most clearly expressed by recognizing the expertise, reflections, and direction we realized from our review panel. The names and biographies of the Hispanic/Latino American Curricula Subcommittee begin on page 1. We sincerely thank them for their invaluable contributions.

Many others deserve credit for participating in this effort:

Susan Holladay, MSW, curricula committee chairperson, contributed significantly to the development of the curricula review instrument used in this project.

Diane Mosher, program aide, was vital in her efforts to locate materials, put them in the hands of the review panel, and in contributing to the first draft and final edits, of this document. Diane also skillfully managed the retreat logistics. Her efforts are deeply appreciated.

Kim Finder's efforts in initially locating sources for parenting curricula are appreciated. We also appreciate the efforts of Chris Thro who made final telephone calls regarding ordering information.

Patty Hudnut, administrative assistant, contributed significantly to the appearance of the final product. Her keyboard expertise and tolerance of endless editing is gratefully acknowledged.

Melissa Rawlings is gratefully credited for the graphic design used on the cover.

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PARENTLINK'S HISPANIC/LATINO AMERICAN CURRICULA REVIEW SUBCOMMITTEE BIOGRAPHIES

Anna Maria Bellatin, PhD candidate, currently attends the University of Missouri-Columbia. Anna Maria is also a consultant to Project Early, an early intervention and substance abuse prevention program in the Hispanic community in Kansas City, MO. She is the former director of Hispanic Mental Health Services Program for the Mattie Rhodes Counseling and Arts Center. Anna Maria has seven years of experience working with the Hispanic population providing individual, family, and group therapy.

Karen DeBord, PhD, is an assistant professor of Human Development and Family Studies and extension state specialist with University of Missouri-Columbia. Karen has worked as a field specialist in Virginia with diverse populations and she continues that work in Missouri through training and research on how parents want to receive parenting information. She represents University Extension, Human Development, on the ParentLink Coalition. Karen is also the mother of a 4 year old and a 9 year old.

Linda Espinosa, PhD, is on the faculty at the University of Missouri-Columbia, College of Education. Prior to coming to Missouri, Linda spent ten years in the California public school system as a principal and program director. Linda also developed a home education curriculum for "Family Focus for School Success," a family involvement and education program for low-income Hispanic families.

Susan Holladay, MSW, is a human development specialist for University of Missouri Extension in Pike County. Susan has been actively involved in her community providing parenting education and providing technical assistance for other parenting and family related programs. Susan also represents University Extension Human Development field staff on the ParentLink Coalition and chairs the Curricula Review Committee.

Yolanda Lorge, Grupo Latino-Americano, is originally from Mexico. Yolanda is a board member and Social Concern Committee member for Grupo Latino-Americano as well as a Spanish instructor and ESL (English as a Second Language) instructor. The Social Concern Committee helps parents and families who are new immigrants adjust to their surroundings. She also serves on the Springfield, MO, Diversity Network, writes a monthly commentary about Hispanic issues for the local newspaper, and sits on several editorial boards for the same newspaper.

Diane Mosher, has a BA in management. Diane has been with ParentLink for 6 months and was the Program Aide on this project. She has lived and worked throughout the United States, most recently for the federal government in Washington, D.C.

Dan Rodriguez, MEd, is of Spanish descent. Dan works in the St. Louis public schools as a resource teacher for bilingual and ESL programs. This position brings him into contact with parents, students, and other teachers who are dealing with cultural and bi-cultural issues.

Celia Rousselot, originally from Spain, received her associate degree in business in Argentina. She currently is a member of Grupo Latino-Americano where she provides translation services for families and individuals in need of housing, medical, or legal services. She is also a member of the Social Concern Committee that assists new immigrants in adjusting to their surroundings. Celia also provides Spanish and ESL instruction for adults.

Robin R. Wingo, MSW, LCSW, is the coordinator of the ParentLink Connection Center. She has worked with children, youth, and families, in a variety of clinical settings (including residential treatment, therapy, and inpatient hospitalization) and in staff training for professionals working with families.

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OVERVIEW

It is hoped that the rich traditions, beliefs, and practices of the Hispanic/Latino American people will be supported, encouraged, and nurtured so that children may grow up benefiting from them. This guide is designed to help parenting educators, community leaders, community coalitions and organizations in selecting culturally sensitive materials. It is also our hope that professionals working with *all* families will appreciate and share what these materials have to offer.

Many things were learned while working with the Hispanic/Latino American sub-committee. The communication around the issues of immigration, language, assimilation, and raising families was very compelling. The sub-committee's experiences, beliefs, and comments are reflected in this document. The sub-committee also offered some general comments for those offering parenting education to Hispanic/Latino American parents:

- Language is a strong conveyor of culture and while that is true, materials simply translated into Spanish are not necessarily culturally sufficient. Accurate translations of *informational* materials are adequate so long as the information is consistent across cultures (e.g. child development). Because parenting practices differ from culture to culture, curricula that focus on *skill-building* or *family management* need to incorporate culturally specific content, themes, and practices to enhance the relevance of the learning opportunity for the parenting audience.

- Those working with immigrant populations must exercise caution in grouping the diverse Spanish speaking cultures. Each culture (Mexican, Puerto Rican, Spanish, Columbian, etc.) is unique even in its use of the Spanish language.

- Persons reaching adulthood immersed in a cultural home country and then immigrating to another country, where they may raise children, are faced with a variety of complications. Parenting complications may be mitigated or intensified by one's level of assimilation to the new countries' culture.

- Language acquisition is often accomplished quickly by children. Outwardly this may appear helpful to the family. However, the role reversal that can occur when the child acts as interpreter for the family in the Anglo world presents a heightened dependency and increased pressure on the child, and a hierarchal confusion within the family.

- Parenting educators must be prepared for parents who are only Spanish speaking, almost bilingual, or bilingual. It is most important that accurate information be conveyed to the almost bilingual, as they may misinterpret or not clearly understand.

- Parenting educators need to recognize that parents who are new immigrants will bring different needs to parenting classes than those who are second or third generation.

- Curricula for Hispanic/Latino American audiences needs to be structured with more warm up time, less task orientation, more opportunity for the expression of feelings, and more personal contact. If the parenting educator presents and respects the group members as resources, the rest of the group will adopt that perspective.

- Assimilation occurs on many levels. Individual assimilation to Anglo standards can occur within the home, at work, and/or within the community. The family unit also assimilates. The pace between the individual and the family assimilation may be uneven. The cost and benefits to each must be thoughtfully considered.

Generally the sub-committee felt the materials were deficient in discussing racism, in considering the strong religious orientation of this population, and in describing the culture clearly.

The guide is arranged in several sections. The **Quick Reference** provides an abbreviated view of each curriculum (pages 12-13). The curricula are alphabetized by title. The easy to read grid can assist parenting educators in making initial decisions without having to read all the narratives.

Curricula Content are grid pages that identify specific issues and topics covered in the curricula. This will narrow the search to those materials with specific content.

Narratives for Parenting Curricula provide a more elaborate description of the curricula. Additional information including a summary, culturally specific information, and ordering details will appear in this section. *Reviewer's Remarks* will also appear in this area. These remarks represent reviewer's thoughts, concerns, and suggestions for how the materials might be most useful. Each curriculum appears in alphabetical order.

The Guide for Choosing Hispanic/Latino American Parenting Curricula is not a listing of all curriculum. ParentLink is interested in learning about additional curricula. The final section of the guide is a form inviting readers to tell us about other materials.

DEFINITION OF TERMS

Each of the following categories appears in the **Quick Reference**, **Curricula Content**, and/or in the **Narratives**.

Curricula Content

The grid pages reflect specific topics or issues addressed by each curriculum. Reviewers' responses were tallied to determine if certain content exist. A majority vote is indicated by "yes" or "no". If no majority existed, the item is blank.

Media Format

This category describes the types of media used in the curricula. A curriculum may include one or several of these pieces.

Video (**V**) is available in Beta or VHS format.

Audio **c**assette (**AC**) is available in standard format.

Book (**B**) is included only if it came highly recommended or was part of a curriculum.

Booklet (**BL**) is a brief printed document.

Workbook (**W**) is material that is expended by the participant during the course of the parenting education program.

Teacher's **m**anual (**TM**) is designed to be used by a facilitator and may include material not provided to parents, (e.g. group facilitation tips, public relations and recruitment materials, etc.).

Parent **h**andbook (**PH**) is used by the participant and supports the presented material. These may also be self study.

Evaluation Criteria

The ParentLink Curricula Committee (1992) established the following **fundamental principles** as criteria. It is important that all principles be present as often as possible.

The six **PRINCIPLES** are:

Evaluation Criteria (Fundamental Principles)	**Items that could be considered as part of this criteria.**
1. Congruent with existing human development theory and practice.	• appropriate parenting skills are demonstrated • material is appropriate to child's developmental level • documentation of research exists for materials • identifiable theory base exists
2. Materials do not sanction psychological or physical abuse.	• opportunities exist for child-to-parent communication • alternatives to corporal punishment are emphasized • appropriate expectations are emphasized for children • stress relievers for parents are offered and discussed
3. Encompasses diversity in family structure and function.	• a variety of family structures is depicted • materials are presented with sensitivity to all family structures • parenting styles are identified and discussed • opportunity exists for parents to explore the strengths of their family structure
4. The curriculum is appropriate for intended audience.	• material presented is meaningful to the intended audience • persons of color are portrayed in a variety of roles (leaders, narrator, facilitator, participants, observers, etc.) appropriate to the intended audience • culturally relevant themes are presented (i.e. heritage, religion, economics, etc.) • culturally relevant family issues are realistically presented (i.e. discipline, consequences, sibling relationships, etc.)
5. There is a range of socio-economic status portrayed.	• appropriate family activities are portrayed • curriculum support materials are available, priced relative to the audience's ability to pay • information is presented without condescending attitudes • stereotypes are not used
6. Technical aspects contribute to a useable curriculum.	• user-friendly • video/audio are of adequate quality • reading level is appropriate for intended audience • language is appropriate for intended audience

Scoring

Each of the EVALUATION CRITERIA were scored separately. The score for each criteria could be as low as "zero" or as high as "five". The sub-criteria were only for consideration. Each reviewer may have developed other sub-criteria and these are included in the Reviewer's Remarks. The scores recorded on the grid are the average of the individual scores from the sub-committee members.

The Total Score is compiled by adding the sub-totals from each of the six criteria. The maximum total is 30 points.

These scores are intended to provide the thoughtful, professional judgement of the sub-committee about the quality of each curriculum. They are not meant to provide an outright recommendation or endorsement for any specific curricula.

Target Groups

This category suggests an intended audience for the curriculum. Parents, professionals, training may be indicated. If the reviewers believe the curriculum is applicable for multiple audiences, all that apply are indicated.

Content Category

This category answers questions regarding topics covered by the curriculum. A curriculum may fit more than one of these categories.

General **P**arenting (**GP**) are materials that any parent would find helpful. Topics may include communication, self-esteem, family growth, etc.

Ages/**S**tages (**AS**) materials relate to parenting children at different ages and in different stages of development (e.g. two year olds or adolescence).

Special **F**ocus (**SF**) materials focus on specific issues or populations, parenting through transitions, or children with special needs (e.g. substance abuse, divorce, children with cerebral palsy).

Program Format

This category provides information about the type of facilitation required by each curriculum. Consequently, the type of parenting education program selected may depend on who is available to facilitate.

Leader **R**equired (**LR**) suggests a professional parenting educator, family life educator, other knowledgeable professional or trained facilitator is needed to adequately present the materials. Specific skill building, emotionally laden, and/or other in-depth content may be an integral part of the program.

Group Workshop (**GW**) suggests the curriculum could be used for individual study but would be enhanced by group discussions and skilled leadership.

Self-Study (**SS**) suggests the curriculum materials are clearly presented in a positive, supportive manner. The material is easily understood without professional facilitation.

Program Length

Length of program is indicated by the number of meetings or sessions recommended by the author, the number of pages in a book, or the running time of an audio or video tape. Individual use or facilitation style will impact the actual time required for completion of the curriculum.

Date of Publication

The publication date is listed as indicated on the curriculum.

Ordering Information/Cost

Information found in this category will help the consumer to access curricula easily and directly. The author, publisher, address, telephone number, and price are provided. Price is accurate as of June 1994.

It is hoped that the quality, as well as the cost, is considered when deciding which curricula to purchase. If a curriculum is found that meets programming needs, but exceeds budgetary limits, consider additional fund raising before settling for materials that do not meet programming needs.

Reviewer's Remarks

ParentLink believes it is important to include reviewer's remarks that do not clearly fit any of the formal categories. These remarks may reflect concerns, compliments, presentation suggestions, or comments about content areas. They are included to take advantage of group expertise and professional judgement. These remarks do not reflect a negative recommendation, or suggest an endorsement of, any specific curriculum.

Special Populations

This section is comprised of questions designed to examine specific issues addressed by curricula written for Hispanic/Latino American populations. The information provided is *descriptive* rather than *valuative* and therefore, not scored. The questions and responses appear in the Narrative Section as they appear on the review instrument. Responses reflect group consensus. The item was left blank if no consensus was reached.

QUICK REFERENCE
for parenting curricula

QUICK REFERENCE FOR PARENTING CURRICULA

CURRICULUM CATEGORIES

CONTENT CATEGORY
GP - General Parenting
A/S - Parenting @ Different Ages & Stages
SF - Special Focus

PROGRAM FORMAT OF MATERIALS
LR - Leader Required
GW - Group Workshop
SS - Self-Study

TARGET GROUP
Par - Parent
Pro - Professional
Trg - Training

MEDIA FORMAT
V- Video
B - Book
TM - Teacher Manual
PH - Parent Handbook
AC - Audiocassette
WB - Workbook
BL - Booklet

SCORE
Fundamental Principals
5 pts @ max

Total Points:
30 max

Evaluation Criteria

	Media Format	Congruent With Existing Developmental Theory	Materials Don't Sanction Psychological or Physical Abuse	Encompasses Diversity in Family Structure and Function	Appropriate for Intended Audience	Range of Socio-Economic Status Portrayed	Technical Aspects	TOTAL SCORE	Target Group	Content Category	Program Format	Program Length	Cost	Date of Publication
Calming the Baby - Como Calmar al Bebé	V; BL	4	4	4	2	4	4	22	Par	A/S	SS; GW	17 minutes	$175	88
Child Development Birth to Five	V; BL	5	5	3	2	4	4	23	Par	A/S	LP; GW; SS	30 minutes	$39	89
Confident Parenting	TM; PH; V	3	4	1	2	2	2	14	Par	A/S; GP; SF	LP; SS	10 lessons	$175	89
Helping Your Child Say No to Alcohol or Drugs	BL	3	4	2	4	4	3	20	Par	GP; SF	SS	14 pages	Free	90
Latino Family Life Education Curriculum	TM; WB	4	2	4	5	5	4	24	Par, Trg	GP; A/S	LP; SS	29 lessons	See Nar	88
Let's Read!/¡Leamos!	B	4	4	4	3	4	4	23	Par	GP; A/S; SF	SS	45 pages	$8.95	93
Los Ninos Bien Educados Program	TM; PH	3	4	4	3	3	3	20	Par, Pro, Trg	GP	LP; GW	12 sessions	$345	89
Making the Most of Your Child's Education	PH	2	2	2	4	4	4	18	Par, Trg	SF	SS	5 booklets	$5 each	89
The Middle of the Night Book	PH	3	3	0	2	0	2	10	Par	GP; A/S; SF	SS	66 pages	$7	81
Nueva Familia	PH	4	3	3	2	4	4	20	Par, Trg	GP; A/S	LP; GW; SS	6 books	$10 each	88
Parent Express: For You and Your Infant Noticias Para Los Padres	BL	4	3	4	1	4	4	20	Par	A/S	SS	15 issues	$4	90

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CURRICULUM CATEGORIES

CONTENT CATEGORY
GP - General Parenting
A/S - Parenting @ Different Ages & Stages
SF - Special Focus

PROGRAM FORMAT OF MATERIALS
LR - Leader Required
GW - Group Workshop
SS - Self-Study

TARGET GROUP
Par - Parent
Pro - Professional
Trg - Training

MEDIA FORMAT
V- Video
B - Book
TM - Teacher Manual
PH - Parent Handbook
AC - Audiocassette
WB - Workbook
BL - Booklet

SCORE
Fundamental Principals
5 pts @ max

Total Points:
30 max

Evaluation Criteria

	Media Format	Congruent With Existing Developmental Theory	Materials Don't Sanction Psychological or Physical Abuse	Encompasses Diversity in Family Structure and Function	Appropriate for Intended Audience	Range of Socio-Economic Status Portrayed	Technical Aspects	TOTAL SCORE	Target Group	Content Category	Program Format	Program Length	Cost	Date of Publication
Platica de Auto - Estima	V	5	5	3	4	4	3	24	Par, Trg	GP; A/S	LP; GW	6 30 minute tapes	$150	93
Project CODE	WB	4	5	3	3	3	4	22	Trg	SF	LP	10 sessions	See Nar	88
Strengthening Families: A Curriculum for Hispanic Parents	TM	4	5	4	3	4	3	23	Par, Trg	GP; A/S; SF	LP	12 sessions	$90	90
Tabu	V; TM	4	3	2	2	3	3	17	Par, Pro, Trg	SF; A/S	LP; GW	28 minutes	$25	
This Book is for You: A Book for Hispanic Parents of Newborns	B	4	4	2	3	4	4	21	Par, Trg	A/S	LP; SS	143 pages	$12	84
Together is Better	B	4	4	4	4	4	3	23	Par, Pro, Trg	SF	GW; SS	71 pages	$9	90
Your Baby Talks to You	V; BL; TM; PH	4	3	8	1	2	3	15	Par, Trg	A/S	GW; SS	5 meetings	$259	93
You're a Parent...You're a Teacher Too	BL	3	2	4	2	1	3	15	Par, Trg	SF	SS; SW	27 Pages	25¢	90

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CURRICULA CONTENT

CURRICULA CONTENT

RATING Y - Yes N - No	FAMILY ISSUES																	
	Extended family roles	Parenting in crisis	Factors influencing parenting skills	Parents' social network	Basic growth and development of children	Expectations commensurate with the age of children	Expectations of parenting role stated	Guidance and discipline	Stress and stress management	Decision making and responsibility	Alcohol and other drug information	Symptoms of substance misuse	Building self-esteem	Dealing with emotions of parents	Dealing with emotions of children	Dealing with success and failure	Communication	Parental values
Calming the Baby - Como Calmar al Bebé	N	N		N	Y	Y	Y		N	N	N	N	N			N	N	N
Child Development Birth to Five	N	N	N	N	Y	Y	Y	Y	N		N	N		N		N		N
Confident Parenting	N			N	N			Y			N	N						
Growing Families	Y				Y	Y	Y	Y	Y	Y	N	N	Y	Y				
Helping Your Child Say No to Alcohol or Drugs	N		N		N				N	Y	Y	Y			Y		Y	Y
Latino Family Life Education Curriculum	Y	N	N	N	Y	Y	Y	Y	N	Y	N	N	Y	Y	Y	Y	Y	Y
Let's Read!/¡Leamos!	N	N	Y	N	N	Y	Y	Y	N	Y	N	N	N	N	N	Y	Y	Y
Los Ninõs Bien Educados Program	Y		Y		Y	Y	Y	Y		Y		N	Y	Y	Y	Y	Y	Y
Making the Most of Your Child's Education	N				Y	N	N	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
The Middle of the Night Book	N		N						Y		N	N	N			Y		N
Nueva Familia		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y
Parent Express: For You and Your Infant Noticias Para Los Padres	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y
Platica de Auto - Estima		Y	Y	Y	Y		Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Project CODE	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Strengthening Families: A Curriculum for Hispanic Parents	N						Y	Y		Y	N	N	Y	Y	Y		Y	Y
Tabu		Y	Y	N		Y	Y	Y		Y	N	N		Y	Y	N	Y	Y
This Book is for You: A Book for Hispanic Parents of Newborns				N	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y			
Together is Better	Y	Y	Y	Y	Y	Y	Y	Y		Y	N	N	Y	Y	Y	Y	Y	Y

RATING Y - Yes N - No	**FAMILY ISSUES**																	
	Extended family roles	Parenting in crisis	Factors influencing parenting skills	Parents' social network	Basic growth and development of children	Expectations commensurate with the age of children	Expectations of parenting role stated	Guidance and discipline	Stress and stress management	Decision making and responsibility	Alcohol and other drug information	Symptoms of substance misuse	Building self-esteem	Dealing with emotions of parents	Dealing with emotions of children	Dealing with success and failure	Communication	Parental values
Your Baby Talks to You	N	N			Y	Y	Y											
You're a Parent...You're a Teacher too						Y	Y		N		N	N		N			Y	

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CURRICULA CONTENT

RATING Y - Yes N - No	COMMUNITY ISSUES					OTHER													
	Community resources	Support network	Social isolation	Family relationship with schools	Peer influence	Nutrition	Health	Emergency care	Safety	Training logistics	Social skill building - children	Sexual, emotional, and physical abuse	Traits of a healthy family	Media	Early sexual activity and adolescent pregnancy	Literacy		
Calming the Baby - Como Calmar al Bebé		N	N	N	N		Y											
Child Development Birth to Five	N	N	N	N	N													
Confident Parenting	N	N	N															
Growing Families	Y	Y																
Helping Your Child Say No to Alcohol or Drugs			N	N														
Latino Family Life Education Curriculum	Y	Y	N	Y	Y													
Let's Read!/¡Leamos!	Y	Y	N	Y	N											Y		
Los Ninôs Bien Educados Program	Y	Y	N	Y	Y													
Making the Most of Your Child's Education	Y	Y		Y	N													
The Middle of the Night Book	N	N	N	N	N	Y	Y	Y	Y									
Nueva Familia	Y	Y	Y	N	N	Y	Y	Y	Y									
Parent Express: For You and Your Infant Noticias Para Los Padres	Y	Y	N	N	N	Y	Y		Y									
Platica de Auto - Estima	N	N	N	N	N													
Project CODE	Y	Y	Y		Y								Y					
Strengthening Families: A Curriculum for Hispanic Parents			N	N										Y	Y			
Tabu	N	N	N	Y											Y			
This Book is for You: A Book for Hispanic Parents of Newborns	Y		N	N	N	Y	Y	Y										
Together is Better	Y	Y	Y	Y	N					Y								

RATING Y - Yes N - No	COMMUNITY ISSUES					OTHER												
	Community resources	Support network	Social isolation	Family relationship with schools	Peer influence	Nutrition	Health	Emergency care	Safety	Training logistics	Social skill building - children	Sexual, emotional, and physical abuse	Traits of a healthy family	Media	Early sexual activity and adolescent pregnancy	Literacy		
Your Baby Talks to You			N	N	N													
You're a Parent...You're a Teacher too			N	Y	N													

NARRATIVES
for parenting curricula

NARRATIVES

Entries in this section with title and author first, appear in the same order as on the grid in the **Quick Reference** and **Curricula Content**. The **program format** and **target group** are identified and clarified if necessary. **Ordering** and **cost** information are confirmed as of June 1994.

Finally, **reviewer's remarks** are included and italicized. These notes, written by the persons reviewing the curriculum, reflect concerns, compliments, and suggestions for presentation. They are included for your consideration in choosing curriculum appropriate for parents in your community.

The **special population** descriptive notations will be included as they appear in the review instrument. The tally indicates a majority view. Those with no clear majority were left blank.

CALMING THE BABY/COMO CALMAR AL BEBÉ produced by the Professional Partnership

This tape discusses ways in which parents can calm themselves and a fussy baby. Parents of different nationalities are shown interacting with babies using positive, supportive techniques. Techniques such as swaddling, using quiet or energetic background noise, interpreting crying, and the use of baby carriers and swings are suggested. Colic is addressed in regards to soothing tense muscles and relieving gas pressure. Suggestions such as warmth, rhythmic movement, frequent burping during feeding are offered. Pediatricians are suggested for further support. Both the English and the Spanish translation were reviewed.

Program Format: Six videos (15-17 minutes each) for self-study or a group workshop, series called *The Baby Care Workshop* includes:

- Handling, Diapering & Dressing
- Calming the Baby
- When Your Baby is Sick
- Safe & Sound
- Play Time
- Bath Time

Target Group: Parents of newborns and infants

Ordering Information: The Professional Partnership
229 Pajaro St. 2nd Floor
Salinas, CA 93902
1-800-729-8323

Cost: $840 for Series of Six
$175 for 1-2 Tapes
$160 for 3-5 Tapes
$140 for 6 or more
$2/ea for Teacher's Guides, $10 for set of 6
$12/pkg. of 100 Handouts (per title)

Reviewer's Notes:

- *There is no difference between the English and Spanish translation.*
- *No culturally specific information is provided.*
- *Although the basic information is important to all parents, it is not culturally relevant to Hispanic/Latino American parenting.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Calming the Baby/Como Calmar al Bebé

YES	NO	NA	
		X	Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
		X	Does the curriculum **use references, examples, or information** from this culture?
		X	Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
	X		Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
	X		**questions and answers?**
X			**modeling?**
X			**mentoring?**
	X		**apprenticeship?**
	X		**personal sharing and expression?**
	X		**storytelling?**
		X	Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
			for parents?
	X		for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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CHILD DEVELOPMENT BIRTH TO FIVE by Georgia Weithe, M.Ed.

This video focuses on the developmental sequence of birth through five years. The tape is a series of still photographs depicting babies, in combination with parents, in a variety of settings and situations. The video provides parents with suggestions on how to interpret children's behavior and how to encourage growth. Narration is provided and the book offers a written script. The English version was reviewed.

Program Format: 30 minute video tape and 29 page script, self-study or group workshop

Target Group: Parents and teachers

Ordering Information: Reflections Educational Consulting Firm
P.O. Box 57
Lone Rock, WI 53556
608-583-2412

Cost: $39 for Video
$6.95 for User's Guide

Reviewer's Notes

- *Although a variety of nationalities are depicted in the video, no culturally specific information is provided for Hispanic/Latino American parenting. A brief narrative at the beginning of the tape relates all babies have same developmental steps independent of race, ethnicity, or socio-economic status.*
- *Books shown being used in pictures all have Anglo titles.*
- *Positive focus of affectively relating to children of this age.*
- *Some small details raised some concerns; a small child hand feeding a antlered deer through a fence, a small child using pointed scissors, a parent using headphones to isolate self from a child's misbehavior. Perhaps this is a problem with using still photographs rather than film; we are unable to see the interaction of the adult and child. However, the concern is raised that a parent viewing this would assume those things were appropriate.*
- *Spanish translation is available.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Child Development Birth to Five

YES	NO	NA	
		X	Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
	X		Does the curriculum **use references, examples, or information** from this culture?
	X		Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
		X	Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
		X	Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
	X		**questions and answers?**
X			**modeling?**
	X		**mentoring?**
	X		**apprenticeship?**
	X		**personal sharing and expression?**
	X		**storytelling?**
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
	X		for parents?
	X		for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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THE CONFIDENT PARENTING PROGRAM by Robert Atchison

This highly structured course presents a behavioral approach to parenting. Parents observe and record children's behavior and use that data to determine which behaviors they will address. Four techniques to address targeted beahviors are taught in the course (praise, mild social punishment, ignoring, and time out). Special Incentive programming (token economies and contingency contracting) are also discussed as behavior management tools.

Program Format: 10-session, leader facilitated

Target Group: Primarily written for parents of 2 - 12 year olds

Ordering Information: The Center for the Improvement of Child Caring
11331 Ventura Boulevard, Suite 103
Studio City, CA 91604-3147
1-800-325-CICC

Cost: $194 for Complete Instructor's Kit includes Leader's Guide ($60), Instructional Transparencies ($35), Family Rule Cards ($55), Parent's Guide ($9.95), Recruitment Flyers $8/100), and Graduation Certificates ($5/25), Marketing Strategies audiocassette. A Video Demonstration: Praise and Disapproval ($15) is also available

Reviewer's Notes:

- *The Parent's Guide offers a self-study of the material.*
- *Some material has been translated into Spanish but in no other way has it been adapted for the Hispanic community.*
- *Effectiveness of the program seems determined by the parents' ability/willingness to provide "data" for parenting sessions. Question is whether "at-risk" families would keep "data" on their child. That assumes parents are organized and fairly high functioning.*
- *Illiterate parents would find this impossible to use.*
- *It is interesting that these materials still indicate being wary solely of strangers and not of familiar people.*
- *Parent Guide was written in 1977.*
- *Transparencies are nice but could use some artwork.*
- *Leader's guide available in English only.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: The Confident Parenting Program

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
	X		Does the curriculum **use references, examples, or information** from this culture?
	X		Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
	X		Does the curriculum support ties to the **larger community**?
	X		Does the curriculum depict **male/female roles** appropriately for this culture?
	X		Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
	X		**questions and answers?**
	X		**modeling?**
	X		**mentoring?**
	X		**apprenticeship?**
	X		**personal sharing and expression?**
	X		**storytelling?**
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
	X		Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
			for parents?
			for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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GROWING FAMILIES by MELD

The authors describe this curriculum as "a set of facilitator materials in the making" with field testing underway. Written specifically for single parent mothers, the materials address self esteem of the child and parent, and child discipline. Relationships, including male, female, friends and extended family, are discussed at length. Details of locating, establishing, and maintaining a home are covered thoroughly. Activities are designed to emphasize lecture and discussion material. Curriculum is designed to develop a support system as well as deliver content.

Program Format: Two years to cover 12 topics with 75 activities, leader facilitated

Target Group: Single parent mothers with children three - five, may be adapted for other groups

Ordering Information:
MELD
123 N. 3rd Street, Suite 507
Minneapolis, MN 55401
612-332-7563

Cost: $15,000 Replication Fee (includes Program Manual and Curriculum Materials, Support and Supervision of the Site Coordinator, Site Coordinator Certification, MELD Affiliation)

Reviewer's Notes:

- *The materials were written for women, all the discussion originates from the female perspective.*
- *This material may reinforce some stereotypes regarding single mothers and socio-economic levels.*
- *Good art work.*
- *Some of the activities seem beyond what families would do, i.e. make an audiotape.*
- *GOOD for general parenting with lots of activities.*
- *Material is written very neutrally and offers opportunities to augment with any cultural information. No material that is specific to the Hispanic/Latino American culture is included.*
- *Available in English only.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Growing Families

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
	X		Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
	X		**questions and answers?**
	X		**modeling?**
	X		**mentoring?**
	X		**apprenticeship?**
	X		**personal sharing and expression?**
	X		**storytelling?**
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
	X		for parents?
	X		for children?
X			Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
X			Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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HELPING YOUR CHILD SAY NO TO ALCOHOL OR DRUGS: PARENT'S GUIDE/AYUDANDO A SUS HIJOS A DECIRLE QUE NO AL ALCOHOL Y A LAS OTRAS DROGAS developed by National Coalition of Hispanic Health & Human Services Organizations

This publication is a primer on alcohol and other drug abuse issues that parents face; the effects of alcohol, symptoms of use, how to address the symptoms, reasons for alcohol use, and behaviors that parents can adopt. Information is clearly presented with the English text printed on the left of the booklet and the Hispanic on the right. Hispanic celebrities are featured in the text.

Program Format: 13 page brochure, self study

Target Group: Hispanic/Latino American parents

Ordering Information: National Clearinghouse for Alcohol & Drug Information
P.O. Box 2345
Rockville, MD 20847-2345
1-800-729-6686

Cost: Free

Reviewer's Notes:

- *Presents positive images of Hispanics.*
- *Short handbook that provides useful tips and uses appropriate role models.*
- *Sometimes guidelines are too general.*
- *Omitted single parent families in the discussion.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Helping Your Child Say No to Alcohol or Drugs: Parent's Guide/Ayudando a Sus Hijos a Decirle Que No al Alcohol y a Las Otras Drogas

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
			Does the curriculum **use references, examples, or information** from this culture?
	X		Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
			questions and answers?
			modeling?
	X		**mentoring?**
	X		**apprenticeship?**
			personal sharing and expression?
	X		**storytelling?**
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
			for parents?
	X		for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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THE LATINO FAMILY LIFE EDUCATION CURRICULUM edited by Ana C. Matiella, MA, and Gene T. Chavez, Ed.D,

The series is designed to promote self-esteem in Hispanic/Latino American youth by reinforcing skills and identifying strengths that can prevent high-risk behaviors. Affirmations of the cultural history, values, and traditions are incorporated throughout. Activities are designed to reinforce cultural pride as an avenue to self-esteem. Reviewed were **Cultural Pride Curriculum Unit/Student Workbook** which focuses on reinforcing cultural pride as it related to a sense of identity; **LaFamilia Curricula Unit/Student Workbook** which focuses on exploring traditional values, traditions and diversity; and **LaComunicación Curriculum Unit/Student Workbook** which strengthens student's communication and decision making skills.

Program Format: Teacher guide/Student workbook (approximately 190 pages and 100 pages respectively), leader required

Also available are:

- La Sexualidad Curriculum Unit/Student workbook, focuses on the cultural influence on sexuality and attitudes
- Two fotonovelas for parents, Papi, ¿qué es el sexo? (communicating with your child about sex) and La Quinceañera (discusses the importance of passing on cultural values).

Target Group: Hispanic/Latino American youth and parents

Ordering Information:
ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-18
1-800-321-4407

Cost: $29.95 for Curriculum Unit (includes teacher's guide and one student workbook)
$7.95 for Student Workbook
$1.50 for Fotonovelas

REVIEWER'S NOTES:

- *Material is basically for students but may be used in parenting education.*
- *For those parents who have little knowledge of their cultural roots, these materials could be easily adapted.*
- *Language may need to be modified according to the participants proficiency in English.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: The Latino Family Life Education Curriculum

YES	NO	NA	
X			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
		X	**mentoring?**
		X	**apprenticeship?**
X			**personal sharing and expression?**
X			**storytelling?**
X			Does the curriculum help parents address questions from their children about **racism**?
X			Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
X			for parents?
X			for children?
X			Does the curriculum address **social bias**?
X			Does the curriculum discuss **activism** as a way to address **social injustice**?
X			Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
X			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
X			Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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LET'S READ! 101 IDEAS TO HELP YOUR CHILD LEARN TO READ AND WRITE/¡LEAMOS! PREPARE A SUS HIJOS A LEER Y ESCRIBIR: 101 IDEAS by Mary and Richard Behm

This book suggests ways parents can encourage their child(ren) to learn reading and writing skills. The authors suggest ways that parents can involve their children in day to day activities, such as cooking or grocery shopping, to reinforce these skills. Letter and word games, bedtime stories, and television are discussed as learning opportunities. Perhaps most importantly the book supports the parent as their child's first teacher and the "initiator of literacy." The edition reviewed was bilingual.

Program Format: 45 page book, self study

Target Group: Parents of Hispanic children and professionals working with Hispanic parents

Ordering Information: Eric Clearinghouse on Reading, English & Communication
Indiana University
P.O. Box 5953
Bloomington, IN 47407

Cost: $8.95 each

Reviewer's Notes:

- *This book specifically addresses encouraging your child to read and* ***value*** *reading, writing, and communication.*
- *The activities could be used by a parenting educator as suggestions or assignments to increase parent/child communication.*
- *The book allows for the inclusion of any culturally specific information, activity, or examples.*
- *This is a well organized and readable book but it has not been specifically adapted for the Hispanic population.*
- *The English and the Spanish version are printed, on opposing pages, in the same book.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Let's Read/¡Leamos!

YES	NO	NA	
			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
	X		Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
			questions and answers?
X			**modeling?**
	X		**mentoring?**
			apprenticeship?
X			**personal sharing and expression?**
			storytelling?
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
	X		for parents?
	X		for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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LOS NIÑOS BIEN EDUCADOS PROGRAM by Lupita Montoya Tannatt, M.Ed. and Kerby T. Alvy Ph.D.

Significant text is devoted to describing the expectations that exist in the United States regarding how children are to be brought up. Balancing those expectations against the Hispanic/Latino American traditions is discussed at length. Observing, counting and recording children's behavior is presented as an interpretation of the dicho (proverb) "To see is to believe." In turn, parents are taught to react to the child's behavior using praise, mild social disapproval, ignoring, and time out, which are also related to a dicho (i.e. ignoring is correlated to "Let the ball roll; that in time it will stop."). Token economies and contingency contracting are also discussed in the same manner, "No one thinks candy is bitter." The English version was reviewed.

Program Format: Leader presented, 12 - 3 hour sessions

Target Group: Hispanic/Latino American parents of 2 - 12 year olds

Ordering Information: Center For The Improvement of Child Caring
11331 Ventura Boulevard, Suite 103
Studio City, CA 91604-3147
1-800-325-CICC

Cost: $362 for Complete Instructor's Kit
(Kit includes Instructor's Manual (English only) $150, Instructional Transparencies in English or Spanish $110, Parent Expectation Cards in English or Spanish $55, Parent's Handbook in English or Spanish $17, Graduation Certificates in English or Spanish 5/$25, Promotion flyers in English and Spanish $8, and the Getting Parents Into Programs: Successfull Marketing Strategies audiocassette.)

Reviewer's Notes:

- *The translation of the materials was faulty.*
- *Most of the Fundamental Principles were present however many were not clear, effective, and/or relevant to the culture.*
- *Curriculum emphasizes specific strategies that parents can use to positively manage their child's behavior but does not address the "why" of the behavior or the need for children to be involved their own discipline.*
- *Parental values were discussed regarding assimilation into the American culture.*
- *Language in Parent Handbook is academic, those with English as a second language or those with limited literacy would find the reading difficult.*
- *The section on adjusting to a new country and set of expectations was very thoughtful.*
- *The discussion on the strengths and limitations of assimilation, isolation, and multicultural existences seemed biased in favor of multiculturalism.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Programma de Los Niños Bien Educados

YES	NO	NA	
			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
X			**mentoring?**
	X		**apprenticeship?**
X			**personal sharing and expression?**
X			**storytelling?**
X			Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
X			for parents?
X			for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
			Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
X			Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

BEST COPY AVAILABLE

MAKING THE MOST OF YOUR CHILD'S EDUCATION by Elena Pell, Elizabeth Weiser Ramirez, and Providence Rodriguez-Floresca

This series of booklets is part of ASPIRA's effort to promote education as part of the development of leadership in Latino communities. The materials were created to support two projects, The ASPIRA's Hispanic Opportunities through Parent Educational Support (High Hopes) Project, and Hispanic Community Mobilization for Dropout Prevention Project. The first booklet provides advice and encouragement on helping their children succeed within the school. The second booklet offers information about the importance of the parents being involved in their child's school and suggestions on how to make that happen. The final three booklets focus on untangling the who, what, where, how, and why's of the higher education system. All booklets were reviewed in English.

Program Format: Five booklets, self study

- A Guide For Parents (63 pages)
- More Topics for Parents (44 pages)
- What About College:
- Book I: Preparing for College (41 pages)
- Book II: Planning for College (47 pages)
- Book III: Paying for College (33 pages)

Target Group: Parents and educators of Hispanic youth

Ordering Information:
ASPIRA
1112 16th Street, NW
Suite 340
Washington, D.C. 20036
202-835-3600

Cost: $5 each, or College series $12.50/set of three

Reviewer's Notes:

- *Resource section of booklets does not note Hispanic/Latino American support services.*
- *One strength of this material is the why and how parents should be involved with education and schools.*
- *Material identifies institutional barriers for Hispanic/Latino American success and tries to motivate parents to be proactive in counteracting those barriers.*
- *Excellent booklets for parents.*
- *Provides easy to read and understand information about a very important subject.*
- ***A Guide...** and **More Topics...** available in English and Spanish. College series available in English.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Making the Most of Your Child's Education

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
	X		Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
X			**mentoring?**
X			**apprenticeship?**
X			**personal sharing and expression?**
	X		**storytelling?**
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
	X		for parents?
	X		for children?
X			Does the curriculum address **social bias**?
X			Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
X			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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THE MIDDLE OF THE NIGHT BOOK by Nancy Flemming Belbas

This book presents general information regarding pregnancy, newborn and toddler care, emergency situations, and nutrition. It specifically addresses those questions that new mothers may not have anticipated (when to call a doctor, what constitutes an emergency, etc.). The majority of the information is presented in columns with corresponding information adjacent (i.e. Symptom/Problem in the left column with Ways to Care For Baby in the right column). Approximately one topic per page keeps the information very brief and basic.

Program Format: 66 page, self study

Target Group: Pregnant adolescents and adolescent parents of newborns

Ordering Information: MELD
123 North 3rd Street, Suite 507
Minneapolis, MN 55401
612-332-7563

Cost: $7 each

Reviewer's Notes:

- *The material seems to exclude fathers.*
- *The text book format is not very appealing.*
- *VERY general information appropriate to all parents, no material is targeted for Hispanic/Latino American audiences.*
- *The format and language seems applicable only for people with formal education.*
- *The material focuses on the health of the pregnant mother and of the young child.*
- *Available in English.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: The Middle of the Night Book

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
	X		Does the curriculum **use references, examples, or information** from this culture?
	X		Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
	X		Does the curriculum support ties to the **larger community**?
	X		Does the curriculum depict **male/female roles** appropriately for this culture?
	X		Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
	X		**questions and answers?**
	X		**modeling?**
	X		**mentoring?**
	X		**apprenticeship?**
	X		**personal sharing and expression?**
	X		**storytelling?**
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
	X		for parents?
	X		for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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NUEVA FAMILIA developed by Dr. Karen Hinkley Leif

These six books are written specifically for Mexican-Mexican American parents. Each illustrated book is devoted to a specific issue of baby care, birth through two years (see titles below). Each book is formatted with a minimum of information on each page and definitions are provided for words that might not be familiar to new parents. International symbols are used to cue and demonstrate specific information. A question and answer style is used in presenting information. Both Spanish and English versions were reviewed.

Program Format: Self-study or group workshop

- Book 1 - Baby Is Here, 103 pages
- Book 2 - Feeding Your Child, 65 pages
- Book 3 - Healthy Child Sick Child, 84 pages
- Book 4 - Safe Child and Emergencies, 74 pages
- Book 5 - Baby Grows, 56 pages
- Book 6 - Baby Plays, 54 p.

Target Group: Mexican/Mexican American parents of newborns through 2 year olds

Ordering Information:
MELD
123 North 3rd Street, Suite 507
Minneapolis, MN 55401
612-332-7563 (V/TDD)

Cost: $10 each

Reviewer's Notes:

- *This curriculum does not address cultural issues at all although opportunities to include cultural information and activities were available.*
- *Very generic information which would be appropriate for all cultures.*
- *Some misuse of vocabulary in the translation.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Nueva Familia

YES	NO	NA	
			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
			Does the curriculum **use references, examples, or information** from this culture?
	X		Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
			Does the curriculum support ties to the **larger community**?
	X		Does the curriculum depict **male/female roles** appropriately for this culture?
			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
			questions and answers?
			modeling?
	X		**mentoring?**
	X		**apprenticeship?**
			personal sharing and expression?
	X		**storytelling?**
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
	X		for parents?
	X		for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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PARENT EXPRESS/NOTICIAS PARA LOS PADRES by Cooperative Extension, University of California

This series is the Spanish language version of the Parent Express: For You and Your Infant newsletter. Dissemination is designed for the parent to begin receiving the newsletter during the last months of pregnancy (to prepare for delivery and baby care) and then to continue to receive material monthly through the babies first year. Each issue is specific to the age of the baby with developmentally appropriate information and suggestions. Information is included for fathering as well as mothering. Both English and Spanish translation were reviewed.

Program Format: 15-8 page newsletters, self study

Target Group: pregnant and parents of newborns

Ordering Information:
ANR Publications
University of California
6701 San Pablo Avenue
Oakland, CA 94608-1239
510-642-2431
FAX: 510-643-5470

Cost: $4 for series

Reviewer's Notes:

- *Information does not vary from the English to the Spanish version.*
- *Due to the age of the materials (English 1984 and Spanish 1990) information regarding sleep positions currently being recommended is not included. Car seat safety is also dated.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Parent Express/Noticias Para Los Padres

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
	X		Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate: **questions and answers?** **modeling?** **mentoring?** **apprenticeship?** **personal sharing and expression?** **storytelling?**
			Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
	X		Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect: for parents? for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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PLATICA DE AUTOESTIMA VIDEO SERIES by Pat Larson

This series of six videos (titles below) was produced by the Early Childhood Telecommunication Project at the University of Washington. The series draws heavily from Jean Illsley Clarkes' books Self-Esteem: A Family Affair, Help! For Parents of Children Birth to Five, and Help! For Parents of School-Age Children and Teenagers. The material was developed in Spanish and is for use with diverse Spanish speaking audiences. Latino, Chicano and Mexican parents are depicted through out the videos interacting with a Spanish speaking facilitator. Each reviewed video (those in **bold** below) addressed a specific developmental stage with an informational presentation, opportunity for discussion and brainstorming among the video participants. The video depicts a process orientation to information in that the facilitatòr helps the participants to discover "right answers" for parenting questions and concerns rather than providing a prescription. The Leader's Guide is intended to assist the novice facilitator in using the videos effectively and, ultimately to lead parenting discussions without video support. The Spanish version was reviewed.

Program Format: Group workshop, leader presented
Six, 30 minute videos, and **Leader's Guide**

I. **Birth to 6 months**
II. 6 to 18 months
III. **18 months to 3 years**
IV. 3 to 6 years
V. 6 to 12 years
VI. Teenagers

Target Group: Spanish speaking parents of all age children, could also be used to train staff

Ordering Information:
Early Childhood Telecommunications Project
Miller Hall 304, College of Education
University of Washington, DQ-12
Seattle, WA 98195
206-543-9414

Cost: $350 for Six video set (out of state)
$150 for Six video set (in-state)
$150 for Leader's guide (covers six videos)

Reviewer's Notes:

- *Building self-esteem is a strong component of the curricula.*
- *Although it is understood that the premise is not to give "right answers" to a particular problem, the answers that were provided were too vague and too mechanical and not a good approach for Hispanics.*
- *Acting in the vignettes is amateurish.*

- *Vignettes and video participants do not portray diversity in family structure.*
- *This video does not really embrace the topic of culture although one participant keeps bringing it up.*
- *Video involves participants in a positive way while utilizing a support group format.*
- *Introduces and practices concepts such as affirmations.*
- *Participants are diverse and Spanish is the second language for the participants which increases the meaningfullness to a larger audience.*
- *The video identifies four parenting types (Supportive, Providing Structure, Critical, Overprotective) that are used to discuss, positively and negatively, the actions of the parents.*
- *Video and print materials are only avilable in Spainsh.*
- *Facilitators training is available.*
- *Six novellas are available that accompany the videos.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Platica de Autoestima Video Series

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
			Does the curriculum **use references, examples, or information** from this culture?
			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
	X		Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
			mentoring?
			apprenticeship?
X			**personal sharing and expression?**
			storytelling?
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
	X		for parents?
	X		for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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PROJECT CODE (Collaborating On Drug Education) developed by Jeanne Mendoza, Karen Knab, Shirley Forbing, and Lynn Fox

Project CODE utilizes a "trainer of trainer" model for this drug abuse prevention curricula, drawing in parents, community members, and professionals in order to widely impact substance abuse in the community. The (family) Participant's Workbook was reviewed for this narrative. The Workbook covers information regarding societal drug use and abuse, risk factors, impact on family, stress and stress management, parenting style, self-esteem, and familial responsibility for prevention. Activities are designed to include all family members, some to be completed in the session and others for homework. Material was drawn from a variety of sources for this curricula and is well documented throughout. Resources for drug prevention and intervention are included.

Program Format: 5-2 hour sessions for families, leader presented 60 hours training for train the trainer participants, leader presented

Target Group: Families, train the trainer participants

Ordering Information:
C. Lynn Fox, Ph.D.
Secondary/Post-Secondary Ed.
San Francisco State University
Burk Hall, Room 23
1600 Holloway Avenue
San Francisco, CA 94132
415-338-2265

Cost: Training is required and offered at two levels:
$795 - 60 hours, Trainer Project CODE, enables one to establish the project and deliver the 10 hour family training.
Call for cost - 15 hour, Facilitator, enables one to deliver the 10 hour family training.

Reviewer's Notes:

- *Although the material states it has been field tested with culturally diverse audiences, the resource list does not list any culturally specific resources.*
- *Some information specific to California (legal issues) would have to be adapted for other areas.*
- *Well documented and referenced.*
- *The curricula is philosophically based in ecological theory emphasizing collaborative development of the whole child.*
- *Good description and outline of a family meeting is included.*
- *There is a Spanish translation but curricula is not adapted for the Hispanic audience, unfortunately.*
- *All in all a very comprehensive drug education program, but culturally generic which in this case does not seem an important factor in its value as a program.*
- *Available in English.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Project Code (Collaborating on Drug Education)

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
	X		Does the curriculum **use references, examples, or information** from this culture?
			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
		X	Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
X			**mentoring?**
		X	**apprenticeship?**
X			**personal sharing and expression?**
			storytelling?
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
	X		for parents?
	X		for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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STRENGTHENING FAMILIES: A CURRICULUM FOR HISPANIC PARENTS from the National Coalition of Hispanic Health and Human Services Organization

The primary focus of this curriculum addresses issues surrounding teen pregnancy prevention and the prevention of sexually transmitted diseases. The curriculum focuses on the natural helping system found in the Hispainic American community (the nuclear and extended family) for intergenerational bonding, mutual support, and aid. The content draws from several curricula including Systematic Training for Effective Parenting (STEP) and Planned Parenthood's Let's Talk About...SEX. The sensitive issues of sex are introduced late in the curriculum after groundwork has been provided for effective parenting, values clarification, communication skills, and developing a 'future orientation' among youth. The curriculum treats sexuality as one part of a larger scope of problems including the school drop out rate and poverty.

Program Format: 12 sessions, 1 1/2 to 2 1/2 hours each, leader facilitated

Target Group: Hispanic/Latino American parents of teenagers

Ordering Information: National Coalition of Hispanic Health
& Human Services Organizations
1501 16th Street, Northwest
Washington, D.C. 20036
202-387-5000

Cost: $125 for curriculum

Reviewer's Notes:

- *Several sections devoted to sexuality, some of the behavior/anatomy information may be a bit explicit.*
- *Extensive facilitator instructions are provided.*
- *A variety of family structures and styles, and the strength in those is discussed. This is a strength of the curricula.*
- *Goals of misbehavior and family meetings are difficult concepts and seem to get lost in the material.*
- *Cultural issues are brought into discussions that involve parents.*
- *Great discussion of parenting styles.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Strengthening Families: A Curriculum for Hispanic Parents

YES	NO	NA	
			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
	X		Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
	X		Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
			mentoring?
			apprenticeship?
X			**personal sharing and expression?**
X			**storytelling?**
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
	X		for parents?
	X		for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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TABU written by Simone Hammond and Lidia Calb

In this video adults and adolescents alternate responding to discussion questions presented off-camera. Issues having to do with sexuality, including communication with peers and parents, dating, values, health issues, peer pressure, parents' attitudes, and kid's attitudes, are discussed candidly with both groups. Generational differences are discovered, as well as differences in raising kids in a society different from the one the parent is accustomed to. Both males and females, parents and adolescents, are involved in the discussions. The User's Guide outlines activities to facilitate self-disclosure and discussion in parent, teen, or mixed groups.

Program Format: Video, 28 minutes, with 12 page User's Guide, leader facilitated

Target Group: Hispanic/Latino American parents of teenagers, teenagers, and professionals working with Hispanic/Latino American parents and teenagers

Ordering Information:
Planned Parenthood of Toronto
36B Prince Arthur Ave.
Toronto, Ontario
M5R 1A9
416-961-0113

Cost: $25 for video and User's Guide

Reviewer's Notes:

- *Instantaneous translation is very distracting. The translation to English is accurate but difficult to follow the discussion overlayed by translation.*
- *Assimilation, in regards to the differences in addressing sexuality between Canadian and parents country of origin, specifically addressed.*
- *The faith community is not mentioned in the discussions of adults or teens. In reality the church would have been mentioned.*
- *Could easily be used with either adults and adolescents.*
- *No guidance is offered for the number of sessions this material could cover. Could be shown and discussed in one long session but several sessions would allow for developing the discussion beyond the superficial.*
- *English and Spanish printed within the same User's Guide.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Tabu

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
	X		Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
	X		Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
	X		**modeling?**
	X		**mentoring?**
	X		**apprenticeship?**
X			**personal sharing and expression?**
	X		**storytelling?**
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
	X		for parents?
	X		for children?
X			Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
X			Does the curriculum reinforce **cultural stereotypes**?

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THIS BOOK IS FOR YOU - A BOOK FOR HISPANIC PARENTS OF NEWBORNS by Nancy Belbas

This is a guide to help parents understand what to expect during pregnancy, and how to prepare for childbirth. Prenatal care, proper nutrition, and weight gain are emphasized. The book discusses decision making prior to and after the birth, the learning experience of raising a child, time management, and health issues including sick care. A baby's rapid growth and development during the first two years, and the behaviors that may arise, are also presented. Material is addressed to both mothers and fathers. Photographs, line drawings, and tables are used throughout to emphasize the information. Both the English and Spanish versions were reviewed.

Program Format: Parent Handbook, 145 pages, self-study, materials could also be useful for a parenting educator

Target Group: Pregnant parents and parents of newborns

Ordering Information:
MELD
123 North 3rd Street, Suite 507
Minneapolis, MN 55401
612-332-7563

Cost: $15 each

Reviewer's Notes:

- *Shallow references to Hispanic culture.*
- *The materials talk about choosing a doctor - this is unrealistic for a number of Hispanic families who must seek services in local clinics.*
- *Step by step guide that is very comprehensive, down to the very basics.*
- *Curriculum presents information as facts without going into possible interpretations based on religion, etc. For example the fact "the rhythm method is seldom effective" is presented. This "fact" is different than what the Catholic Church says is "fact".*
- *The translation was well done with only a few misspelled or inappropriately used words in the Spanish version.*
- *Early childhood development is the strength of this material.*
- *Available in English and Spanish.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: This Book is for You

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
	X		Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
			mentoring?
			apprenticeship?
			personal sharing and expression?
			storytelling?
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
			for parents?
	X		for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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TOGETHER IS BETTER: BUILDING STRONG PARTNERSHIPS BETWEEN SCHOOLS & HISPANIC PARENTS by Siobhan Nicolau and Carmen Lydia

The book reports on parent/school partnerships that help parents understand the skills their children need to be successful in an Anglo setting and helps parents understand how they can assist children in learning those skills. The material reinforces that when Hispanic/Latino American parents are approached in non-threatening ways, they are eager to help and willing to try new ways of being involved in their child's education. This book takes a clear position that more Hispanic/Latino American children will experience success in their education when schools and parents work as a team.

Program Format: 71 page parent handbook, self study

Target Group: Hispanic parents with school age children and professionals who work with school age Hispanic children and their parents

Ordering Information: Hispanic Policy Development Project, Inc.
1001 Connecticut Avenue NW
Suite 538
Washington, D.C. 20036
202-822-8414

Cost: $9 each

Reviewer's Notes:

- *It is suggested that a form letter (included) be sent to parents. The translation to Spanish is incorrect and sounds patronizing and condescending. This is an excellent resource, otherwise.*
- *Supplies "how to" strategies in working with community issues.*
- *The reading level is advanced and the presentation is somewhat dry.*
- *Avaliable in English.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Together is Better: Building Strong Partnerships Between Schools & Hispanic Parents

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
X X			Does the curriculum provide **opportunities** for culturally appropriate: **questions and answers?** **modeling?** **mentoring?** **apprenticeship?** **personal sharing and expression?** **storytelling?**
		X	Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
   X			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect: for parents? for children?
X			Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
X			Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
X			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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YOUR BABY TALKS TO YOU by Ruth Bowdin

The goal of this curriculum is to help parents understand that early sight, crying, noises, and focusing attention are all early contributors to language development. Through leader presentations, video observation and a variety of activities, parents learn how to stimulate their baby's learning. The Teacher's Manual is scripted for easy use. The appendix also discusses facilitation of group education, how to motivate attendance, provides a sample agenda, and suggests ways to incorporate the video into a presentation. One unique activity is a game called Baby-O (played like Bingo) designed to affirm child development information.

Program Format: Minimum 5 sessions, leader presented, Teacher's Manual (56 pages) includes outlines for 17 activities (including Baby-O), 63 page Parent Book

Target Group: Parents of babies birth to age 3, could also be used as training material for those working with this population.

Ordering Information: Webster's International, Inc.
5729 Cloverland Place
Brentwood, TN 37027
1-800-PARNT-ED

Cost: $249 for package of 30 Parent Books, 10 minute Video, 1 Instructor's Manual, 3 Baby-O Games, 30 Certificates of Appreciation, 1 *Secrets Every Parent Ought to Know, But often Doesn't* 3"x5" Book, 3 parent Education Posters

Reviewer's Notes:

- *The material was created in English, and was reviewed in English. A Spanish translation is available of Parent Book only ($10.95 each).*
- *Baby-O could be used with low literacy audiences as the material could be quickly and easily read aloud.*
- *Good material but does not depict anything specific to the Hispanic/Latino American culture.*
- *Material is not cited regarding human development theory and practice.*
- *Only when people of other cultures are depicted in charts is multiculturalism evidenced.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Your Baby Talks to You

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
	X		Does the curriculum **use references, examples, or information** from this culture?
	X		Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
	X		**questions and answers?**
	X		**modeling?**
	X		**mentoring?**
	X		**apprenticeship?**
	X		**personal sharing and expression?**
	X		**storytelling?**
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
			for parents?
	X		for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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YOU'RE A PARENT...YOU'RE A TEACHER TOO/QUERIDOS PADRES: EN LOS ESTADOS UNIDOS by Siobhan Nicolau and Carmen Ludia Ramos

This booklet begins by helping adults understand the manner their parents participated in education may not be enough to prepare today's students to be successful. The booklet encourages those adults, now parents, to become involved differently than tradition suggests and to see themselves as resources the education system can tap. By recognizing parents as their child's first teacher, the authors help to elevate the parents status within the school setting. Some suggestions are offered for involvement such as communicating with teachers, attending events and ceremonies, and volunteering within the non-English speaking school population. Both English and Spanish versions were reviewed.

Program Format: 28 page booklet, self-study, group discussion

Target Group: Hispanic parents of preschool and school age children

Ordering Information: Hispanic Policy development Project, Inc.
1001 Connecticut Avenue NW
Suite 538
Washington, D.C. 20036
212-822-8414

Cost: 50¢ each (25¢ for 2 or more)

Reviewer's Notes:

- *Emphasizes parents, school and children as partners in the education process with some explanation for responsibility for each.*
- *Although written in simple language the importance of the concepts are not minimized.*
- *"Add new practices to the old" is a recurring theme.*
- *Very good for its' purpose.*
- *Booklets available in Spanish and English.*

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Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: You're a Parent...You're a Teacher too/Queridos Padres: en los Estados Unidos

YES	NO	NA	
			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
	X		Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
	X		Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate: **questions and answers?** **modeling?** **mentoring?** **apprenticeship?** **personal sharing and expression?** **storytelling?**
	X		Does the curriculum help parents address questions from their children about **racism**?
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X			Does the curriculum address parents' **involvement in the school**?
X			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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RECOMMENDATION FORM

RECOMMENDATION FORM

The Parentlink Curriculum Review Committee will continue to meet to assess parenting materials. We would like you to recommend materials with which you are acquainted. Please share with us names and sources for materials directed at parents or persons supporting parents. To facilitate obtaining materials for review, please provide the following information.

Program Name _____

Program Model (Workshop, videotape, book, etc.) _____

Publisher/Source for Obtaining Materials:

Name _____

Street _____

City _____ State _____ Zip Code_____

Telephone Number _____

Approximate date of publication _____

Approximate cost _____

Parenting topics covered in this program: _____

_____

_____

_____

Why do you recommend this program for our review? _____

_____

_____

_____

Thank you very much for your concern and attention. Please forward this form to Robin R. Wingo, Connection Center Coordinator, ParentLink, 212 Whitten Hall - UMC, Columbia, MO 65211.

REVIEW INSTRUMENT

PARENTING CURRICULA EVALUATION

DATE: _____ Reviewer: _____

CURRICULUM DESCRIPTION:

Title: _____ Publishing Date: _____

Media (check all that apply):

___ Video ___ Book ___ Workbook ___ Booklet

___ Teacher's Manual ___ Parent Handbook ___ Audio Cassette

Length of Program: _____ Cost of Program: _____

CONTENT AREAS: Indicate if the issue is addressed directly in the contents of the curriculum.

YES	NO	
		FAMILY ISSUES Extended family roles
		Parenting in crisis
		Factors influencing parenting skills
		Parents' social network
		Basic growth and development of child(ren)
		Expectations commensurate with the age of child(ren)
		Expectations of parenting role stated
		Guidance and discipline
		Stress and stress management
		Decision-making and responsibility
		Alcohol and other drug information
		Symptoms of substance misuse
		Building self-esteem

YES	NO	
		Dealing with emotions of parents of children
		Dealing with success and failure
		Communication
		Parental values
		OTHER:
		COMMUNITY ISSUES Community resources
		Support network
		Social isolation
		Family relationship with schools
		Peer Influence
		OTHER:

EVALUATION CRITERIA:

Scoring: Five points may be awarded for each criteria (1-6). The score for each can be as low as "zero" or as high as "five". The total maximum for this area is 30 points. Write your score for each criteria in the blank provided. The lettered sub-criteria are only for your consideration. There may be other sub-criteria you wish to consider. To provide additional information, circle the letter under the criteria that you believe the curriculum demonstrates, or write in your thoughts.

___1. Congruent with existing human development theory and practice
- a. appropriate parenting skills are demonstrated
- b. material is appropriate to child's developmental level
- c. documentation of research exists for materials
- d. identifiable theory base exists
- e. Other

___2. Materials do not sanction psychological or physical abuse
- a. opportunities exist for child to parent communication
- b. alternatives to corporal punishment are emphasized
- c. appropriate expectations are emphasized for children
- d. stress relievers for parents are offered and discussed
- e. Other

___3. Encompasses diversity in family structure and function
   a. a variety of family structures are depicted
   b. materials are presented with sensitivity to all family structures
   c. parenting styles are identified and discussed
   d. opportunity exists for parents to explore the strength of their family structure
   e. Other

___4. The curriculum is appropriate for intended audience
   a. material presented is meaningful to the intended audiences
   b. persons of color are portrayed in a variety of roles (leaders, narrator, facilitator, participants, observers, etc.), appropriate to the intended audience
   c. culturally relevant themes are presented (i.e. heritage, religion, economics, etc.)
   d. culturally relevant family issues are realistically presented (i.e. discipline, consequences, sibling relationships, etc.)
   e. Other

___5. There are a range of socioeconomic statuses portrayed
   a. appropriate family activities are portrayed
   b. curriculum support materials are available, priced relative to the audience ability to pay
   c. information is presented without condescending attitudes
   d. stereotypes are not used
   e. Other

___6. Technical aspects
   a. user friendly
   b. video/audio are of adequate quality
   c. reading level is appropriate for intended audience
   d. language is appropriate for intended audience
   e. Other
   f. publication date

_____ points (30 points possible)

LOGISTICS:

Content Category: circle the category that best describe the curriculum.

General Parenting (materials that any parent would find helpful, topics could include communication, self-esteem, family growth, etc.)

Ages/Stages (materials that relate to a specific age or developmental stage, i.e. two year olds, or adolescence)

Special Focus (materials are focused on specific issues or populations, parenting through transitions, or children with special needs, e.g. substance abuse, divorce, children with cerebral palsy)

Target Group: circle the audience for whom you believe this curricula is appropriate

Parent Professional Training

Program Format: circle the format(s) that are suggested for or by this curriculum. (A curriculum may fit more than one category.)

Leader Presented — a professional parenting educator, family life educator, or other knowledgeable professional is needed to adequately present the materials, specific skill building and/or in-depth information may be an integral part of the program

Group Workshop — materials could be for individual study but would be enhanced by group discussions and skilled leadership

Self-Study — materials are clearly presented in a positive supportive manner for individual study

YES	NO	
		Is facilitator training offered by author or publisher?
		Is facilitator training required by the author or publisher?
		Is there a participant evaluation?
		Is there a pre/post test or other program evaluation included?
		Has the material been evaluated through a research process?

ORDERING INFORMATION:

Author(s):

Publisher:

Address:

Telephone:

Price:

Reviewer's Remarks:

Special Populations
Review Instrument

The following statements are to be considered as you review materials from the African American, Hispanic/Latino American, or Native American committees. These will not be scored. They are meant to be used to provide *descriptive*, rather than *evaluative*, information. Please place a check in the appropriate column. Any additional notes you would like to make are also appreciated.

YES	NO	NA	
			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
			Does the curriculum **use references, examples, or information** from this culture?
			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
			Does the curriculum support ties to the **larger community**?
			Does the curriculum depict **male/female roles** appropriately for this culture?
			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate: **questions and answers?** **modeling?** **mentoring?** **apprenticeship?** **personal sharing and expression?** **storytelling?**
			Does the curriculum help parents address questions from their children about **racism**?

YES	NO	NA	
			Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect: for parents? for children?
			Does the curriculum address **social bias**?
			Does the curriculum discuss **activism** as a way to address **social injustice**?
			Does the curriculum discuss **tolerance** as one means of valuing diversity?
			Does the curriculum address parents' **involvement in the school**?
			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
			Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
			Does the curriculum reinforce **cultural stereotypes**?

REVIEWER'S REMARKS:

Material drawn from:

Earnst, L. (1992). African American Families: Celebrating diversity. (Available from Family Information Services, Minneapolis, MN).

Earnst, L. (1992). Celebrating the Hispanic Culture: Celebrating Diversity. (Available from Family Information Services, Minneapolis, MN).

Earnst, L. (1992). The Native American Culture: Celebrating Diversity. (Available from Family Information Services, Minneapolis, MN).

Orlandi, M. (Ed.). (1992). Cultural Competence for evaluators: A Guide for alcohol and other drug abuse prevention practitioners working with ethnic/racial communities. Rockville: DHHS Publication No. (ADM)92-1884.

Simon, R. (Ed.). (1993). The Black middle class: Challenging the limits of the american dream [Special issue]. The Family Therapy Networker. 17,(4).

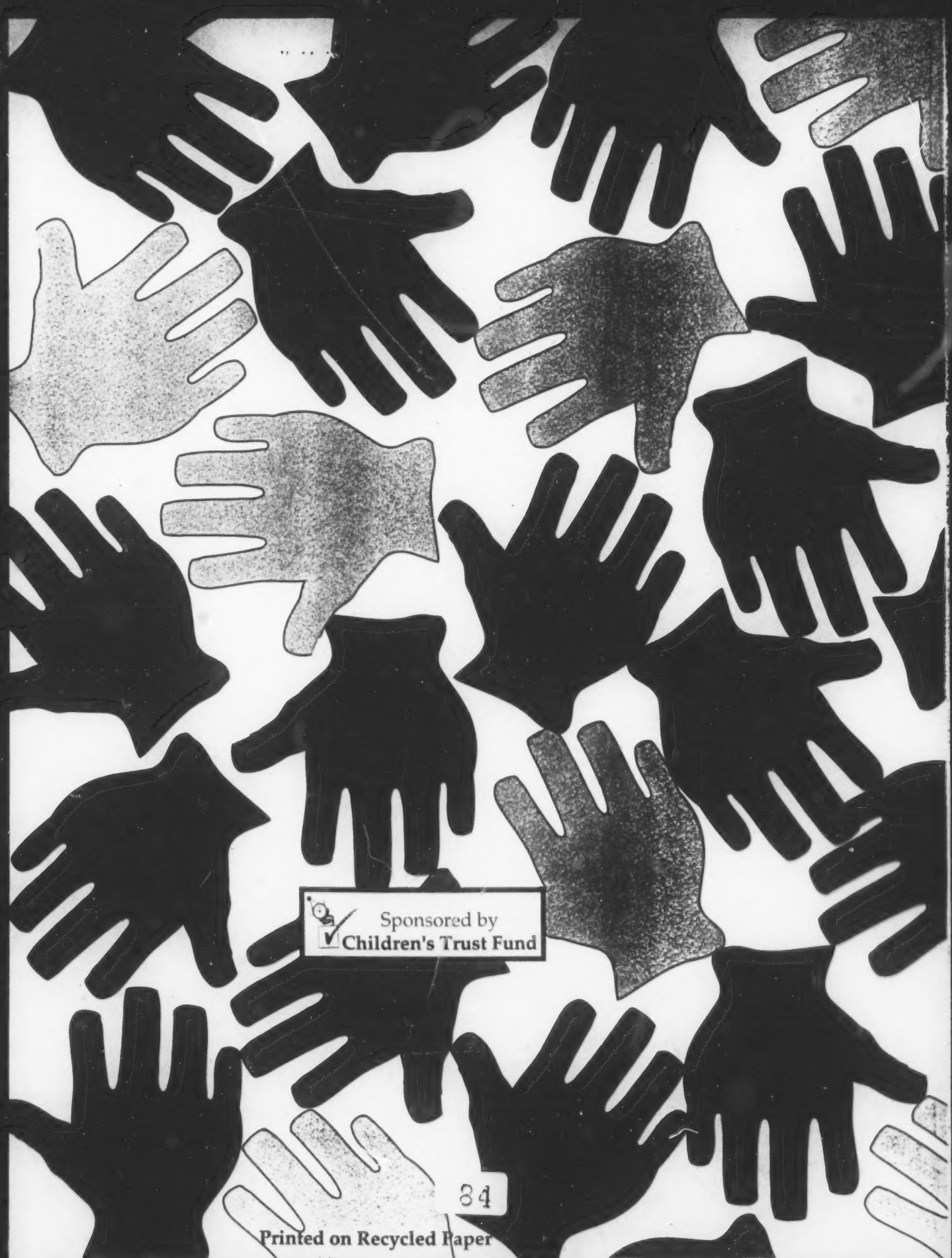
Derman-Sparks, L. & the A.B.C. Task Force. (1989). Anti-bias curriculum: tools for empowering young children. (pp. 1430145). Washington, D.C.: National Association for the Education of Young Children.

These materials have been adapted from the Missouri Parenting as Prevention Curricula Committee. (1990-92). ParentLink Program Evaluation. Available from ParentLink, University of Missouri, Columbia, MO.

Revised by Robin R. Wingo, MSW, LCSW, and Susan Holladay, MSW (October 1993).

We are grateful to the following people for their thoughtful critique of this instrument: Dr. Mable Grimes, Dr. Karen Debord, Dr. Carol Mertensmeyer.

This instrument was developed as a part of the Special Population Review Project funded by the Children's Trust Fund



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